

## English Language Arts 1<sup>st</sup> Grade

### ELA Lesson 1: Sounding it Out

**Standards Taught:** ELA.FS.2.b, ELA.FS.2.c, ELA.FS.2.d

Review letter sounds with your child. Remind them that each letter makes a sound and when we put those sounds together they make words. Remind your child that we read letters and words from top to bottom and left to right. Allow your child to practice reading from the Kindergarten reading program and/or a grade-level book. As they read, help them to move their finger from top to bottom and left to right on the paper underneath the word. Sometimes it helps to place a paper or bookmark below the line your child is reading, helping them focus on one word at a time. Encourage your child to sound out the words slowly and then put them together more quickly until they say the word. Finally, ask your child to read the words on the following flash cards aloud, sounding out each letter until they can read the word.

Property of Phoenix Home Academy

**cat**

**pen**

**rug**

**tin**

**sat**

**pot**

**bug**

**fit**

## ELA Lesson 2: Blends

Standards Taught: ELA.FS.2.b, ELA.FS.2.c, ELA.FS.2.d, ELA.FS.3.a

Review the previous lesson with your child. Explain that sometimes, letters are stuck together to make a blend. Blends help us to make sounds like *sh* in words like sheep, she, and shade and *th* in words like the, that, and there. Blends take two letters and put them together to make one sound. These sounds are not always the same as the sound the individual letters make on their own. Show your child the following example of a blend:

# wh

Ask your child to point out which letters are in this blend. Then, ask your child to sound out the blend normally, making the sound for the *w* and the sound for the *h* separately. Explain that, because this is a blend, the *h* does not make its normal sound. Say the sound that the blend *wh* makes. Then, show your child the following word and read it aloud.

# when

Underline the blend and point out that, in this word, the *wh* make their blend sound. Finally, visit this [website](#) and print out the free printable chart. There will be several different copies of the same thing. Laminate and hang up the copy that includes colors and words for each blend. Cut the one that is colored and has only blends and images (no words) to create flashcards. Use the flashcards to help your child learn and practice different blends. Read each one to your child first, then help them say it aloud, then ask them to think of a word that has that blend in it. Point out that each picture shows a word with that blend in it. As you go, write down each the word for each flash card and underline the blend. Repeat a few times and go over the flashcards for a few days until your child starts to memorize each one.

**ELA Lesson 3: Blends: Part 2****Standards Taught: ELA.FS.2.b, ELA.FS.2.c, ELA.FS.2.d, ELA.FS.3.a**

Review the flashcards from the previous lesson with your child. Then, give them the blends chart that is not colored and includes the words and ask them to color it. As your child colors each picture, ask them to say the blend aloud. Then, ask them to read the word. Finally, ask your child to underline the blend in each word.

**ELA Lesson 4: Review Blends****Standards Taught: ELA.FS.2.b, ELA.FS.2.c, ELA.FS.2.d, ELA.FS.3.a**

Work through the following worksheet with your child. Help them only as needed and allow them to do as much as they can on their own. Continue to review the blends flashcards until your child has mastered all of them. Point out blends in your reading, too.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 4 Worksheet

Carefully read each word aloud. Then, underline each blend and then draw a picture of the word.

**truck**

**clean**

**smell**

**prize**

**spell**

**wheel**

**scare**

**sweets**

**photo**

## ELA Lesson 5: What is a Vowel?

Standards Taught: ELA.FS.2.a, ELA.FS.2.b, ELA.FS.2.c, ELA.FS.2.d, ELA.FS.3.a

Tell your child that today we are going to learn about vowels. Ask your child to say the word vowel aloud a few times. Explain that a vowel is a sticky letter that holds words together. Vowels are usually found in the middle of other letters, called consonants, in a word. Sometimes, they can also be found at the start or end of a word. The following letters are vowels:

a e i o u

Explain that the letter y can also be a vowel at times. All of the others letters in the alphabet are consonants, not vowels. Show your child this [video](#). Then, ask them to tell you each of the vowels aloud.

Explain that each vowel sticks letters together to make a word. Changing the vowel in the word can create a whole new word, but not every vowel can go into every word. Write the following on a blank paper or chalk board. Then, insert each vowel into the blank spot, ask your child to read it, and help them decided whether it is a real word or a nonsense (not real) word. Repeat this process with the worksheet, asking your child to work on their own as much as possible.

d \_ g

s \_ n

p \_ g

f \_ n

t \_ n

n \_ t

b \_ t

Property of Phoenix Home Academy. Do not Sale

## ELA Lesson 6: Short Vowels

Standards Taught: ELA.FS.2.a

Review which letters are vowels with your child. Explain that vowels are special letters because they are sticky, but they are also special because they can make more than one sound. Vowels can be long or short. Today, we are going to review long vowels.

Ask your child to say each vowel aloud. Then, ask your child to write down each vowel on a blank piece of paper. Encourage them to spread the letters out.

Explain that short vowels simply say the regular letter sound. Ask your child what the *a* says, reviewing the Leap Frog Letter Factory video from kindergarten. The *a* says *aaahh*. There is a short *a* in the word *cat* because the *a* in *cat* says *aaahh*.

Repeat this process for each vowel, asking your child to point to the vowels they wrote as they go. The *e* says *eehhh* as in *egg*. The *i* says *iiii* as in *igloo*. The *o* says *awe* as in *octopus*. The *u* says *uuuhhh* as in *up*.

Ask your child to do the following worksheet, filling the blank for each word in with a short vowel, then reading the word aloud. Some words may have more than one correct answer.

b \_ ll

s \_ ck

h \_ t

k \_ ng

dr \_ m

c \_ p

Property of Phoenix Home Academy. Do not sell.

## ELA Lesson 7: Long Vowels

### Standards Taught: ELA.FS.2.a

Review the previous lessons with your child, asking them to name each vowel and its short sound. Explain that today we are going to learn about the other sound that each vowel can make. When vowels make these sounds, they are called long vowels. Instead of saying their normal sound, long vowels say their name.

Watch this [video](#) with your child, pointing out that in each word, the vowels are saying their names instead of their normal sound. Review each of the following examples with your child, asking them to read each word aloud. Then, ask them to say the word with a short vowel. Point out that if the vowels said their normal sound in these words the words would change. So, we use a long vowel.

late

seat

mice

row

clue

## ELA Lesson 8: Vowel Teams (-e and long vowel sounds)

Standards Taught: ELA.FS.3.c

Review the previous lessons on vowels with your child, asking them to name each vowel and say both the long and the short sound for each. Then, ask your child what would happen if there was a word we didn't know already. How would we know if the vowel was long or short? Explain that, for some words, like sight words, we just have to remember the word. For others, we have a clue called the magic e. Explain that if a word ends in a magic e, the vowel in the middle of the word is usually changed from a short vowel to a long vowel. Watch this [video](#) with your child.

Then, ask your child to read the following words aloud, helping as needed:

**rat**

**rate**

**cap**

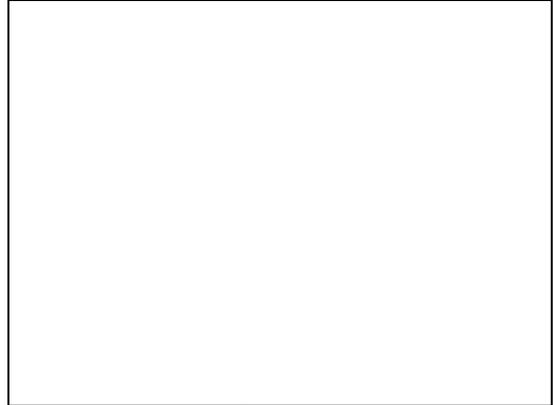
**cape**

Point out that these sets of words show a word without a magic e and one with it added to the end. Explain that the sound the vowel makes changes as the magic e is added. Ask your child to do the worksheet for this lesson, helping only when needed.

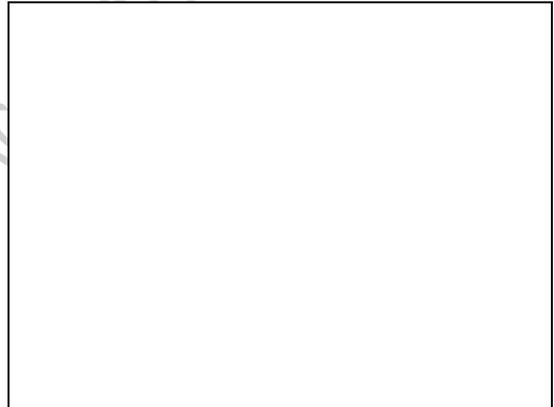
ELA Lesson 8 Worksheet

Read the word aloud. Add a magic e to the word and read it again, this time with a long vowel sound. Then, draw a picture of the new word in the box beside it.

**kit**



**dim**



**can**



Property of Phoenix Home Agency.

## **ELA Lesson 9: Vowels Review**

**Standards Taught: ELA.FS.3.c**

Review the previous lessons on vowels with your child (lessons 5-8). Take the time to ensure they understand each of the following concepts: what is a vowel, short vowels, long vowels, silent e and its affect. Then, ask your child to do the worksheet for this lesson.

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 9 Worksheet

Circle the letters that are vowels:

**a h m e o i r**

Color the words with short vowels with a red crayon and the words with long vowels with a blue crayon.

<b>sun</b>	<b>cat</b>	<b>dog</b>
<b>rice</b>	<b>cape</b>	<b>bun</b>
<b>eagle</b>	<b>bow</b>	<b>box</b>

Property of Phoenix Home Academy. Do not Sale

## ELA Lesson 10: Syllables

Standards Taught: ELA.FS.2, ELA.FS.3.d, ELA.FS.3.e

Tell your child that today we are going to learn about syllables. Syllables are pieces a word can be broken into. We can tell when there is a new syllable as we read a word by watching or feeling our chins. When our chin goes down, we are starting a new syllable. Ask your child to place their hand under their chin and say the following words, counting the syllables as they do:

**pizza**

**toy**

**caterpillar**

Read the following words aloud again. This time, ask your child to clap out the syllables as you say them together. Explain that this is another way you can count syllables. Practice the method of counting syllables your child likes best with the following words:

**pen**

**talking**

**motorcycle**

Ask your child to do the worksheet for this lesson, working with either the chin method or the clapping method.

ELA Lesson 10 Worksheet

Count the number of syllables for each word and write the number on the line below

**cape**

\_\_\_\_\_

**envelope**

\_\_\_\_\_

**scissors**

\_\_\_\_\_

**alligator**

\_\_\_\_\_

**map**

\_\_\_\_\_

**flower**

\_\_\_\_\_

**shelf**

\_\_\_\_\_

**opening**

\_\_\_\_\_

**bookcase**

\_\_\_\_\_

Property of Phoenix Home Academy. Do not Sale

## **ELA Lesson 11: Spelling with Syllables**

**Standards Taught: ELA.FS.2, ELA.FS.3.d, ELA.FS.3.e**

Review the previous lesson with your child. Ask them what a syllable is and to give you an example of the chin method and clapping method to find the number of syllables in a word.

Next, explain that syllables can help us break apart a large or difficult word when we are reading or spelling. Ask your child to read the following words, paying attention to how they are broken up by syllable. Encourage them to read one syllable at a time.

**in-vis-ib-le**

**Cin-der-ell-a**

Point out that both of these words have four syllables and are very long, but, when we break it into syllables, it's easier to read.

Explain that breaking a word down into syllables can also help us spell the word. Read the following words aloud to your child, one at a time, and ask them to phonetically spell each one on a blank piece of paper. Praise and encourage your child for their work, even if the spelling is only phonetically correct.

**pen**

**talking**

**motorcycle**

Finally, ask your child to do the worksheet for this lesson.

ELA Lesson 11 Worksheet

Break each of the following words down into syllables by underlining each syllable in a different color.

**pencil**

**movement**

**sunflower**

**can**

**vehicle**

**bouncy**

**September**

**birthday**

**rhinoceros**

**refrigerator**

## **ELA Lesson 12: What is a Noun?**

**Standards Taught: ELA.L.1.c**

Ask your child to make up a sentence about Halloween. Write this sentence on a blank paper or chalkboard. Point out that the sentence has the first letter capitalized and correct punctuation at the end. Explain that, in addition to capitalization and punctuation, there are parts of a sentence that must be included to make it complete. One of these parts is called a noun. Ask your child to repeat the word noun. Explain that a noun is simply a person, place, or thing. A sentence may have one or more nouns in it. Read the sentence to your child and ask them if there are any people, places, or things included in it. Help your child underline each noun. Then, work through the following examples with your child, underlining each noun. Finally, ask your child to do the worksheet for this lesson.

**The girl loved her new shoes.**

**The leaves fell off the tree.**

**The pencil fell down.**

**Do you know where the bathroom is?**

**The book closed.**

**The robot moved.**

ELA Lesson 12 Worksheet

Color in the boxes that contain nouns (person, place, or thing)

<b>butterfly</b>	<b>book</b>	<b>camera</b>	<b>flew</b>
<b>princess</b>	<b>quickly</b>	<b>tent</b>	<b>hot</b>
<b>keys</b>	<b>home</b>	<b>sad</b>	<b>flag</b>
<b>truck</b>	<b>grandpa</b>	<b>cry</b>	<b>teddy bear</b>
<b>blue</b>	<b>complicated</b>	<b>grass</b>	<b>tooth</b>
<b>tower</b>	<b>dad</b>	<b>mom</b>	<b>home</b>
<b>sword</b>	<b>paper</b>	<b>superhero</b>	<b>walk</b>
<b>teacher</b>	<b>school</b>	<b>boring</b>	<b>box</b>

**ELA Lesson 13: Review Common Nouns**

**Standards Taught: ELA.L.1.c**

Review what a noun is with your child (person, place, or thing) and ask them to do the following worksheet:

Find ten nouns (person, place, or thing) in your home. Draw and label them in the box. Indicate whether they are a person, place, or thing by circling the correct label below the picture.

person place thing	person place thing	person place thing
person place thing	person place thing	person place thing
person place thing	person place thing	person place thing
person place thing		

## **ELA Lesson 14: Proper Nouns**

**Standards Taught: ELA.L.1.c**

Review what a noun is with your child (person, place, or thing) and explain that today we are going to learn about a type of noun, called a proper noun. Proper nouns are a person, place, or thing, too. However, they represent a specific person, place or thing. So, rather than saying *house* which is a common noun and can mean any type of house, we say *The President lives in the White House*. White House is a proper noun. It tells us exactly which house we are talking about. Point out that proper nouns usually begin with capital letters. Work through the following examples with your child, asking them to underline the proper nouns. Then, ask them to do the worksheet for this lesson.

**The girl moved to Paris.**

**This is Aunt Rita.**

**I traveled to Utah this summer.**

**Does anyone else know Sam?**

***The Princess and the Pea* is a great story.**

**I'm coming home from my trip on Monday.**

ELA Lesson 14 Worksheet  
Circle the proper nouns below.

**prince**

**ketchup**

**Queen Elizabeth**

**New York**

**the park**

**store**

**Wednesday**

**chocolate chips**

**Mary**

**California**

**Thor**

**state**

**teacher**

**superhero**

**day**

**October**

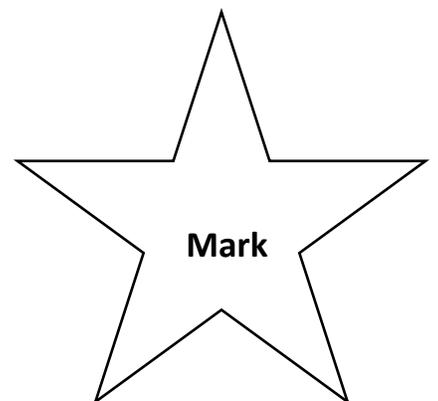
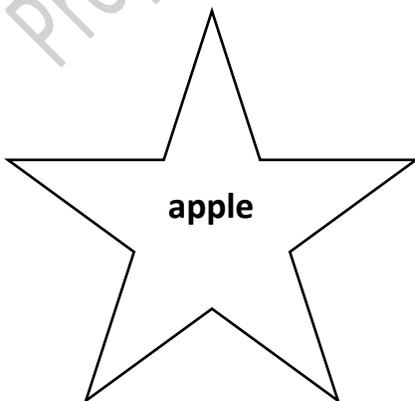
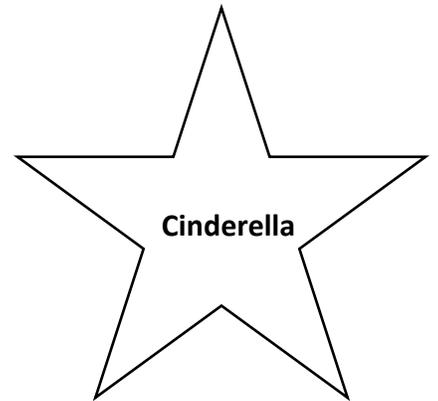
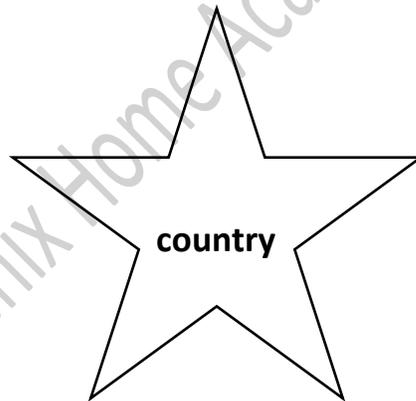
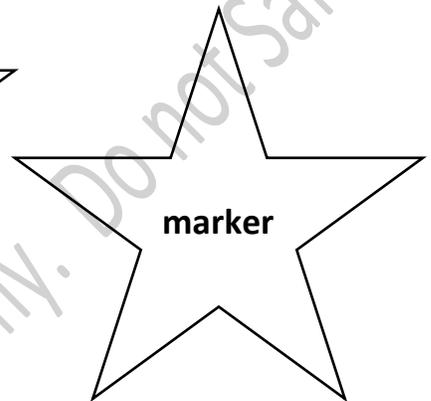
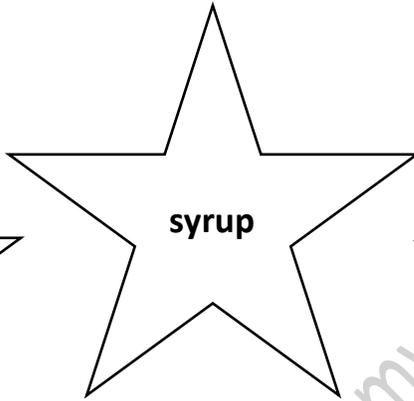
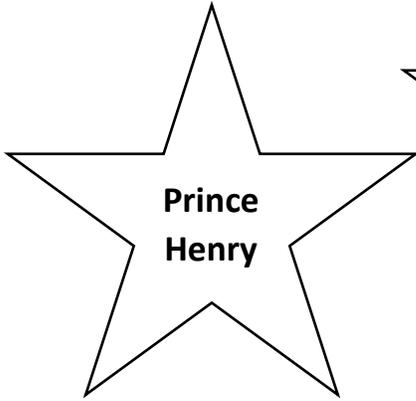
**crayon**

**Mr. Brown**

**ELA Lesson 15: Review Proper Nouns**

**Standards Taught: ELA.L.1.c**

Review what a proper noun is (a specific person, place, or thing rather than a general one). Ask your child to color the stars below which contain proper nouns red and those that contain common nouns blue.



## ELA Lesson 16: Possessive Nouns

Standards Taught: ELA.L.1.c

Ask your child to remind you what a noun is (person, place, or thing) and tell you the difference between common nouns (general) and proper (specific, usually capitalized) nouns. Explain that today we are going to learn about a new type of noun: possessive nouns. Point out that possessive simply means *belongs to*. A possessive noun tells us who something belongs to. In order to create a possessive noun, we simply add an apostrophe and an s to the end of the word. Work through the following examples with your child, asking them to underline the possessive noun. Ask your child what thing that noun owns. Point out that each possessive noun tells us who owns the thing that the sentence is talking about, each has an apostrophe, and each ends in the letter s. Then ask your child to do the worksheet for this lesson.

**This is Jordan's room.** (*Jordan owns the room*)

**This is Aunt Rita's desk.**

**The teacher's pen fell off the table.**

**Does anyone know where mom's blanket is?**

**That was Amy's book.**

**The chicken's eyes are brown.**

ELA Lesson 16 Worksheet

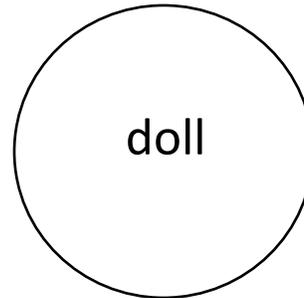
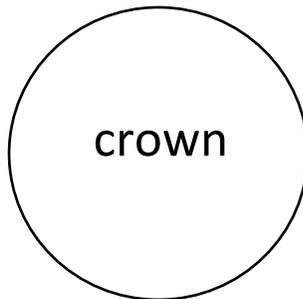
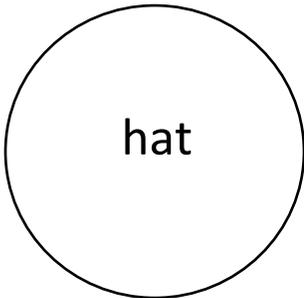
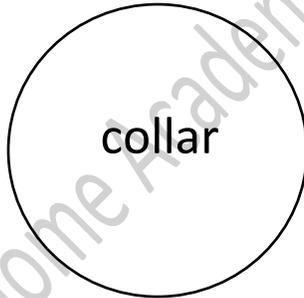
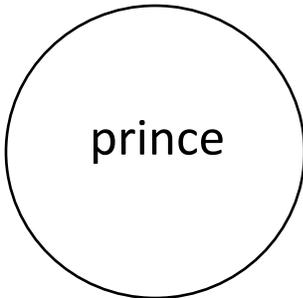
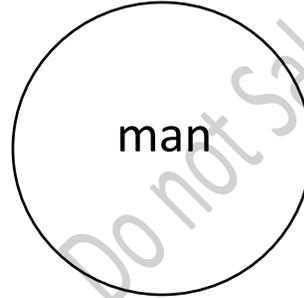
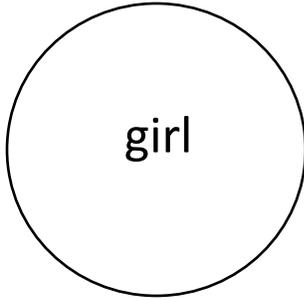
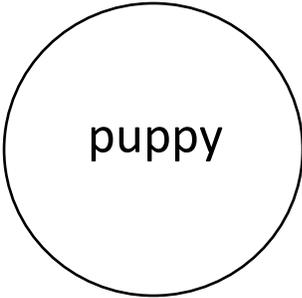
Write the possessive noun on the line to complete the sentence. Don't forget to add the apostrophe. Then draw a picture in the box.

the candy of the <b>kid</b>  the _____ candy	the window of the <b>house</b>  the _____ window	the lid of the <b>marker</b>  the _____ lid
the football of the <b>Tom</b>  _____ football	the eyes of the <b>cat</b>  the _____ eyes	the hair of <b>April</b>  _____ hair
the coat of the <b>Max</b>  _____ coat	the toes of the <b>baby</b>  the _____ toes	the teeth of the <b>wolf</b>  the _____ teeth

**ELA Lesson 17: Review Possessive Nouns**

**Standards Taught: ELA.L.1.c**

Ask your child to do the following: Cut out the circles below. Pair two circles together to create a possessive noun and its possession (e.g. puppy and collar). Finally, write the possessive noun (with an apostrophe and ending s) and its possession on a line in the box.




## **ELA Lesson 18: Singular vs. Plural Nouns**

### **Standards Taught: ELA.L.1.d**

Briefly review what a noun is with your child (person, place, or thing). Then, ask your child what types of nouns they've learned about so far. Review common nouns, proper nouns, and possessive nouns. Explain that plural nouns are nouns that talk about more than one person, place, or thing. We can usually change a noun into a plural noun by adding an *s* to the end of it. Read the following example to your child:

### **The girl wanted to go to the bookstore.**

Explain that one of the nouns in this sentence is *girl*. This is a singular noun, because it is talking about a single (or only one) girl. However, if we add an *s* to the end of it, *girl* becomes *girls*. With an *s*, the noun become plural, or more than one. Practice adding an *s* to the nouns in the sentences below to create plural nouns with your child. Then, ask them to do the worksheet for this lesson.

### **The cat jumped.**

### **The building shook.**

### **The bucket tipped over.**

### **The toddler tripped.**

### **The boy laughed.**

ELA Lesson 18 Worksheet

Fill in the blank for each sentence, adding an s to the singular noun to make it plural.

The \_\_\_\_\_ wanted their hay.  
goat

Not all of the \_\_\_\_\_ fit in the box.  
pencil

The \_\_\_\_\_ were stacked on top of each other.  
desk

The \_\_\_\_\_ played in the field.  
horse

The \_\_\_\_\_ needed to be washed.  
spoon

The \_\_\_\_\_ decided to watch a movie.  
friend

The \_\_\_\_\_ were put away neatly.  
toy

The \_\_\_\_\_ were all closed on Christmas.  
store

## ELA Lesson 19: Tricky Plural Nouns

### Standards Taught: ELA.L.1.d

Review the difference between a singular and a plural noun with your child. Ask them to tell you to change most nouns into plural nouns. Then, explain that there are some tricky words that need some extra help to become plural nouns. Go over the following with your child. Then, ask them to do the worksheet for this lesson.

### **-es**

Words that end in *s*, *ss*, *sh*, *ch*, *x*, or *z* need a little more than just an *s* to become plurals. These words need an *es* added to the end of them. Work through the following examples, showing your child how to add *-es* to create a plural noun.

**church**

**fox**

**glass**

### **y to -ies**

Some words that end in the letter *y* need to change a little bit to become plural. For these words, we drop the *y* and add *ies*. Work through the following examples, showing your child how to drop the *y* and add *ies* to create a plural noun.

**berry**

**lady**

**pony**

## Irregular Plurals

Some words simply do not follow the *-s*, *-es*, or *-ies* rule. These nouns, when made plural, are called irregular plural nouns. Some of these nouns don't change at all (e.g. deer, deer), change completely (e.g. mouse, mice), or change and add letters other than the normal rules (e.g. man, men/ elf, elves). Practice changing the following singular nouns into irregular plural nouns with

your child. Ensure them that these tricky nouns take practice to get right because they don't follow the rules. Point out and correct these in regular conversation as you move on to help your child practice. When you are done with the following examples, ask your child to do the worksheet for this lesson.

**wolf**

**fish**

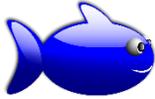
**foot**

Property of Phoenix Home Academy. Do not Sale

ELA Lesson 19 Worksheet

Below are pictures of a singular noun. Draw a second picture in the box to create a plural.

Then, write the plurals of the tricky noun on the line below your picture. Ask an adult to help as needed.

<p>tooth</p>  <p>_____</p>	<p>knife</p>  <p>_____</p>	<p>woman</p>  <p>_____</p>
<p>fish</p>  <p>_____</p>	<p>cactus</p>  <p>_____</p>	<p>shelf</p>  <p>_____</p>
<p>loaf</p>  <p>_____</p>	<p>foot</p>  <p>_____</p>	<p>ox</p>  <p>_____</p>

## **ELA Lesson 20: Personal Pronouns**

**Standards Taught: ELA.L.1.e**

Review the definition of a noun with your child (person, place, or thing). Explain that sometimes we use other words in place of a noun. Instead of saying *The girl walked outside. The girl saw a butterfly. The girl followed it.* we might say *The girl walked outside. She saw a butterfly and followed it.* In this example, the word *she* stands for the noun *girl*. Words that stand for a noun are called pronouns. Some other pronouns include: he, it, they, we, I, you, him, her, us, me, and them. Work through the following examples with your child, asking them to identify the pronoun in each example. Then ask your child to complete the worksheet for today.

**The boy carried his backpack to school each day.**

**They loved going to the movies.**

**I ate all the chocolate and got a tummy ache.**

**Did you see the rainbow this morning?**

**The man gave us each a candy.**

**Can you see it?**

**Where is her lip gloss?**

ELA Lesson 20 Worksheet

Ask your child to underline the pronoun in each sentence below. Then, ask them to draw a picture of the sentence.

**Can you hand Mr. Brown that paper, please?**

**She loves the colors pink and green.**

**He had to go to the store today.**

**Rita brought me a sandwich for lunch.**

**The robot fell off the table. It rolled out the door.**

**We decided that now was the time to go to bed.**

**They built a pyramid out of blocks.**

## **ELA Lesson 21: Possessive Pronouns**

**Standards Taught: ELA.L.1.e**

Review with your child what a pronoun is. Remind them that a pronoun is a word that stands in place of a noun. Review the pronouns we learned in the previous lesson: he, it, they, we, I, you, him, her, us, me, and them. Then explain that, like nouns, pronouns can also be possessive. Remind your child that a possessive noun ends in an apostrophe and an s and shows that something belongs to the noun. Possessive pronouns also show that something belongs to the noun. Possessive pronouns include the words: his, hers, mine, my, yours, ours, its and theirs. Work through the following examples, asking your child to identify the possessive pronouns by asking who the noun belongs to. Then, ask your child to complete the worksheet for this lesson.

**Amy is his sister.**

**This is our classroom.**

**Their favorite color is red.**

**That book is mine.**

**The pencil you found was hers.**

ELA Lesson 21 Worksheet

Fill in the blanks with a possessive pronoun.

**She has a new puppy. It is \_\_\_\_\_.**

**This jacket belongs to me. It is \_\_\_\_\_.**

**They got a new car. It is \_\_\_\_\_.**

**Don't forget to bring the sandwich with my Tom's on it. It is  
\_\_\_\_\_.**

**We have a lot of markers. They are \_\_\_\_\_.**

**This paper belongs to you. It is \_\_\_\_\_.**

## **ELA Lesson 22: Indefinite Pronouns**

**Standards Taught: ELA.L.1.e**

Review what a pronoun is with your child (a word that represents a noun). Then, explain that some pronouns are not as specific as others. Pronouns that don't refer to a particular person, amount, or thing are known as indefinite pronouns. Words like *anything, all, everyone, someone, most, several, and nobody* are examples of indefinite pronouns. Help your child identify the indefinite pronouns in the following examples. Then ask them to do the worksheet for this lesson.

**Does anyone know where my book went?**

**Nobody likes that kind of candy.**

**We all had some hot cocoa.**

**Everything is going wrong today!**

**They didn't clean up and left the mess for others.**

**Either one is fine.**

ELA Lesson 22 Worksheet

Color the words that are indefinite, or non-specific, pronouns

some

her

theirs

anything

all

Sammy

the dog

no one

mine

each

our

## ELA Lesson 23: Pronouns Review

Standards Taught: ELA.L.1.e

Review the lessons on personal, possessive, and indefinite pronouns with your child, emphasizing the difference between them. Then, ask your child to complete the worksheet below.

Color personal pronouns blue

Color possessive pronouns green

Color indefinite pronouns pink



I	someone
his	she
all	theirs
hers	we
it	he
anything	some
her	mine
they	ours

## **ELA Lesson 24: What is a Verb?**

**Standards Taught: ELA.L.1.d**

Ask your child to review what a noun is (person, place, or thing). Explain that today we are going to learn about a new part of speech: verbs. A verb is simply the action the subject of a sentence is doing. The subject is what the sentence is about. The verb is what the subject is doing. For example: *The cat ran away.* In this sentence the *cat* is the subject. What did the subject/cat do? *Ran away.* Ran away is the action, or verb. Work through the following examples with your child, asking them to identify the subject and verb in each. Then, ask your child to complete the worksheet for this sentence.

**The dog played.**

**Mom wanted cookies.**

**The boy likes football.**

**Benjamin traveled to London.**

**The pen rolled off the desk.**

ELA Lesson 24 Worksheet

Read the sentence and fill in the blanks with a verb that makes sense to you.

I like to \_\_\_\_\_.

Richard \_\_\_\_\_ the ball.

They \_\_\_\_\_ the house.

She \_\_\_\_\_ the Guinea pig.

The tree \_\_\_\_\_.

What color do you \_\_\_\_\_?

It \_\_\_\_\_.

**ELA Lesson 25: Verb Tenses**  
**Standards Taught: ELA.L.1.d**

Review with your child what a verb is (action word). Explain that verbs have what is called tenses, based on when they happened. For example, walk to school you may be walking right now, you may have walked yesterday, and you will walk tomorrow. Walking, walked, and will walk are all tenses of walk. If a verb ends in -ing it means that verb is happening now. This is a present verb tense. If it ends in -ed, it already happened, making it past tense. If it includes the word will (as in will walk) it hasn't happened yet, creating a future tense. Work through the following examples and ask your child to underline the verb and then identify the tense. Remind them of the -ing, -ed, and will rules as you go. Then, ask your child to complete the worksheet for this lesson.

**I will read the book tomorrow.**

**He listened to his teacher yesterday.**

**They are singing a Christmas song.**

**The dragon is flying over the castle.**

**She finished her homework.**

**We will wrap presents later.**

ELA Lesson 25 Worksheet

Fill in the chart with the correct verb tense for each verb.

<b>Past (-ed)</b>	<b>Present (-ing)</b>	<b>Future (will)</b>
	showing	
rolled		
		will jump
joined		
	ending	
		will fix
guessed		
		will paint
	slowing	
turned		
	baking	
		will mark

## **ELA Lessons 26-28: Poetry**

**Standards Taught: ELA.L.4, ELA.R.10**

Ask your child if they've ever read or heard a poem. Explain that, unlike other writing, poems are usually short and simple. They can tell a story, make rhymes or rhythms, or just make you feel an emotion. Review a few emotions with your child, asking them to make a happy, sad, angry, scared, surprised, and silly face. Explain that poems can help us feel each of these things depending on how they are written. For each day of this lesson, choose three poems to read with your child. You can find a few [here](#). Try poems with a variety of emotions and styles. After each poem is read, ask your child what stood out to them. Did they like the rhymes? The subject? The story? Finally, ask your child to tell you how the poem made them feel. Happy? Sad? Excited? Silly? Why? What part brought that emotion? Continue to allow your child to explore poetry by checking out a few books at the library or searching online for more poems.

Property of Phoenix Home Academy. Do not sell.

## ELA Lesson 29: What is an Adjective?

**Standards Taught: ELA.L.1.g**

Review nouns, pronouns, and verbs with your child, asking them to tell you the purpose of each part of speech. A noun is a person, place, or thing while a verb is an action word (what the subject is doing). Then, tell your child that today we are going to learn about a different part of speech: adjectives.

Explain that an adjective is a word that describes, or tells you about, a noun. Read the following sentence to your child:

The red ball bounced away.

Ask your child to identify the subject (ball) and the adjective, or word that describes the ball (red). Point out that the adjective (red) tells us what the noun (ball) looks like. Practice identifying the adjectives in the following sentences with your child and then ask them to complete the worksheet for this lesson.

The tall man sat down.

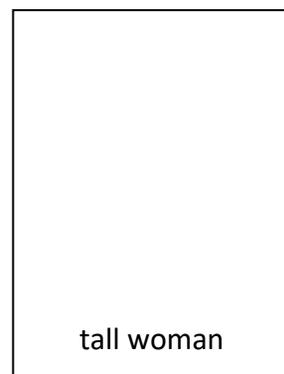
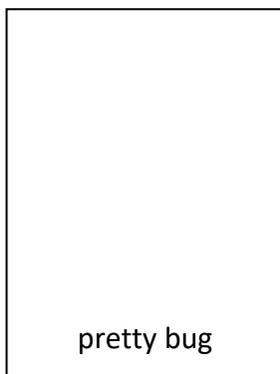
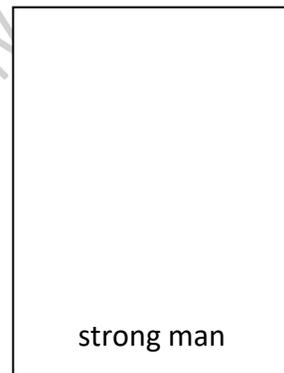
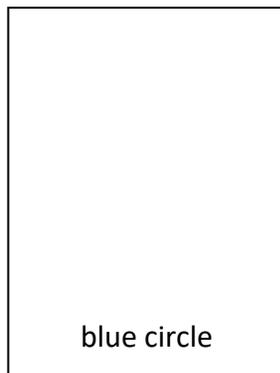
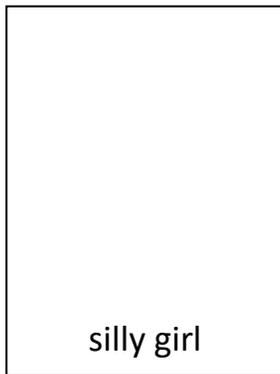
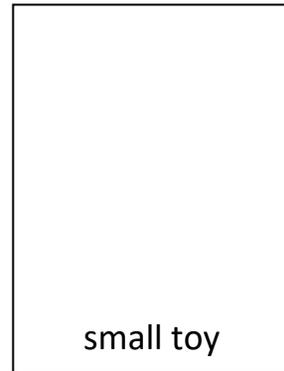
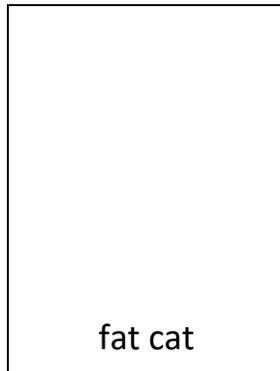
The silly kitten played with yarn.

The pink paper fell off the table.

The short chair fit perfectly under the table.

ELA Lesson 29 Worksheet

Draw a picture of each noun-adjective combination in each box. Then, underline the adjective.



**ELA Lesson 30: Review Adjectives**

**Standards Taught: ELA.L.1.g**

Briefly review what an adjective is with your child. Remind them that an adjective is a describing word and it tells us more about the noun. An adjective could tell us about the color, size, shape, taste, type, texture, sound, or amount of the noun. Ask your child to name a new adjectives and then fill in the blanks below with their own adjective.

The \_\_\_\_\_ boy went back home.

A \_\_\_\_\_ puppy played with the ball.

My notebook is \_\_\_\_\_.

The phone was \_\_\_\_\_.

The \_\_\_\_\_ robot danced across the room.

There were \_\_\_\_\_ caterpillars crawling on the leaf.

## ELA Lesson 31: What is a Conjunction?

Standards Taught: ELA.L.1.h

Review nouns, pronouns, verbs, and adjectives with your child, asking them to define and give an example of each. Then, introduce conjunctions with this [video](#). Explain that conjunctions are words that combine, or put together, two different thoughts into one sentence. Briefly review that a sentence begins with a capital letter, ends with a period, and must be a complete thought. Words like **for**, **and**, **nor**, **but**, **or**, **yet**, and **so** are conjunctions. Read through the following examples with your child, help them to identify and underline the two phrases in the sentence, then ask them to identify the conjunction and circle it. Then ask your child to complete the worksheet for this lesson.

The butterfly flew away but didn't go far.

The snake slithered through the grass so we couldn't see him.

I love strawberries and blueberries.

We woke up early this morning for we had to get going on school work.

There was so much ice cream at the party yet I didn't get any.

ELA Lesson 31 Worksheet

Use the conjunctions in the word bank to complete each sentence.

<u>Word Bank</u>			
and	but	for	yet
nor	so	or	

I didn't finish my chores \_\_\_\_\_ mom wouldn't let me play the game.

Do you like candy \_\_\_\_\_ cookies better?

I like kittens \_\_\_\_\_ not dogs.

We went to the store \_\_\_\_\_ the library today.

She didn't know the answer \_\_\_\_\_ did she guess.

## ELA Lesson 32: What is a Determiner?

Standards Taught: ELA.L.1.i

Review the parts of speech covered in previous lessons (noun, pronoun, verb, adjective, and conjunctions) with your child and explain that today we are going to learn another one: determiners. Determiners are simply words that come before a noun and tell us exactly which noun(s) the sentence is about. Determiners include words like **that, these, those, my, your, his, her, its, our, their, whose, a, an, and the**. Read the following examples. As you do, ask your child to circle the determiner. Then, ask them to replace it with a different determiner and discuss how the determiner changes the meaning and focus of the noun. Then, ask your child to complete the worksheet for this lesson.

My hamster likes to run around.

That boy is really fast.

The sword wouldn't come out of the stone.

A ladybug flew onto the yellow flower.

Those kids are a little hyper today.

Your house is so pretty!

ELA Lesson 32 Worksheet

Cut out the boxes below. Then, put two together to include a determiner for each sentence that makes sense. Be sure to place the determiner before the noun. There may be more than one correct answer.

**Those**

**soda spilled?**

**These**

**paint was a perfect red.**

**Our**

**pencils all need sharpened.**

**Whose**

**books are neatly stacked.**

**The**

**backpack has Spiderman  
on it.**

**His**

**car is purple.**

### ELA Lesson 33: What is a Preposition?

Standards Taught: ELA.L.1.j

Review the parts of speech covered so far with your child. Ask them to remind you of each one and give an example. Then, introduce prepositions. Prepositions are words that tell you the location, direction, or time related to the noun or pronoun. They usually come just before the noun in a sentence and include words and phrases like **after, before, on top of, below, beside, to the right/left of, at 5:00, in, and between**. Read these words to your child and ask them to categorize each into a location, direction, or time. Then, read the following examples with your child, reminding them that prepositions tell location, direction, or time and usually come before the noun. Ask your child to identify the preposition for each sentence. Finally, ask your child to complete the worksheet for this lesson.

The ball went under the table.

At 7:30, we have to go to bed.

Please place the cup to the left of the plate.

They get to go to a party after this meeting.

My favorite T.V. show comes on before the news.

At lunchtime, he gets to have his favorite ice cream.

ELA Lesson 33 Worksheet

Read the sentence aloud. Circle the preposition. Draw a picture of the sentence in the box. Then, determine whether the preposition refers to time, location, or direction and circle the correct one.

<b>After dinner, we are going to see Christmas lights!</b>		
time	location	direction

<b>The markers are next to the glue.</b>		
time	location	direction

<b>The sun is high in the sky.</b>		
time	location	direction

**ELA Lesson 34: Review Prepositions**

**Standards Taught: ELA.L.1.j**

Briefly review prepositions with your child, reminding them that a preposition shows time, location, or direction related to the noun, and ask your child to complete the worksheet below.

Use this image to complete the sentences with the correct prepositions.



The ball is \_\_\_\_\_ the boy and girl.

The sun is \_\_\_\_\_ the girl.

The cloud is \_\_\_\_\_ the sun.

The boy and girl are \_\_\_\_\_ each other.

## **ELA Lesson 35: Finding Information**

### **Standards Taught: ELA.RIT.5**

Check out (or use ones you already have) a few books that include a glossary and a few that have a table of contents. Take the time to read these books with your child.

Ask them to point out words they don't know, or words you know are found in the glossary. Explain to your child that books sometimes put a glossary at the end of the book to help readers understand the difficult words. Show your child how to use the glossary (i.e. words are in alphabetical order, definitions are given, etc.) to better understand what they are reading.

Next, read the books that contain a table of contents. Point out this page(s) to your child and explain that the table of contents shows the reader what is in the book and where to find it. Point out that if we are looking for information on a certain thing (name an example from your book), we can look in the table of contents to see what page information on that topic can be found (point out the page number from your example, then go to the correct page and show your child that you found the information you were looking for).

After reading each of the books and allowing your child to explore the glossary and table of contents, explain that information can be found like this on the internet, too. Visit a few trusted websites with your child, pointing out the electronic menus (and what pages they help us find), the icons (and what common ones mean), and the headings on each webpage (and how they help us understand what topic is being covered. Relate these items to the glossary and table of contents in the books. Allow your child to experiment with each aspect.

Finally, continue to teach and re-teach these important lessons as your child reads and works online to learn more. Remind them of the easiest way to find more information by topic and help them get comfortable using glossaries, tables of contents, electronic menus, icons, and headings to make their work easier.

## ELA Lesson 36: Fiction vs. Non-Fiction

Standards Taught: ELA.L.5, LM.10.1, LM.ML.10.4, LM.RE.1.2, LM.RE.1.2.a, LM.RE.1.2.b

Check out from the library (or use some you have) at least 2-3 examples of each fictional and non-fictional books. Cut out the labels below before the lesson.

**fiction**

**non-fiction**

Briefly review the previous lesson with your child. Then, show your child the new books that you have gathered. Ask your child to look through each book and point out similarities and differences they may see. What are the books about? What do they do? Do they tell a story or teach us something? Or maybe they do both?

Explain that these examples show two different types of books: fiction and non-fiction. Ask your child to repeat *fiction* and *non-fiction*.

Pick up a fictional book and show it to your child. Explain that this is a fictional book. Books that are fiction tell a story that has things in it that are not real. They may include magical things that don't happen in real life such as animals talking. They sometimes begin with the phrase *once upon a time* or end with *happily ever after*. Fictional stories must be read in order, sometimes include illustrations (or pictures that have been drawn), and are meant to be enjoyed while being read. Place the fictional story under the *fiction* label you cut out.

Next, pick up a non-fictional book example. Explain that this is non-fiction. Books that are non-fiction are real. They teach us something. Most of the time, they can be read in any order and contain photographs, charts, or graphs. They may have a table of contents or glossary. We read these books to learn more about our world and the things in it. Place the book below the *non-fiction* label you cut out.

Then, ask your child to sort the remaining books into the correct labels. Remind them of the purpose and characteristics of each type. Give your child clues as needed and praise them for their hard work.

Finally, take the time to read each of the books your child is interested in with them.

### **ELA Lesson 37: Research: Choosing a Topic**

Tell your child that they will be doing a research project, just like a historian or scientist. Explain that a research project helps us learn about a topic and share information that we find with others. It may be presented as a written paper, a visual representation (e.g. a chart, images, or presentation) or a mixture of the two. If your child has siblings in 3<sup>rd</sup> or 6<sup>th</sup> grade, this is a great project to work together on in a group.

Ask your child what topic they would like to learn more about. This could be something that they are studying in school, something they are interested in, or something they heard about and want to know more. Perhaps it is a scientific subject, a historical event or figure, or even a form of technology. Help your child narrow the topic sufficiently so that research won't be too difficult for their age. If working in a group, make sure every child agrees to the topic.

Using a poster board, ask your child to write down their topic, items within the topic they may want to learn more about, and the questions they have.

### **ELA Lesson 38: Research: Identifying, Evaluating, and Citing Sources**

Ask your child to remind you of their chosen topic and the questions and items they want to learn more about within that topic. Explain that those questions and items will become their main ideas for each part of their research.

Next, ask your child how historians and scientists learn about their topics. They may visit an ancient site, read books others have written, look at websites and articles online, interview people who know more than them, or conduct experiments. Explain that each of these places information can be found is called a source.

Point out that not all sources are equal, however. Some are more reliable than others. Sources may give incorrect information, have a bias, or even lie. It is important to choose reliable sources when doing research. Review with your child methods for choosing reliable sources. For a brief overview, see this [website](#).

Finally, ask your child to identify two or three sources for each of their questions/main ideas. Be sure to include books, first-hand accounts, and online sources such as scholarly articles, studies, and data charts if you can. Bookmark each source and ask your child to note the title of each under the main idea written on their poster board. This will help when it comes time to cite sources.

### **ELA Lesson 39: Taking Notes**

Ask your child to remind you of what they learned about choosing reliable sources. Then, take time to help your child work through every source for each main topic. Read them aloud together. Pause when something relevant or of interest to your child comes up and allow your child to write down what they've learned. Draw a line from that note to the source written on the poster board. Allow your child to write anything they like, but try to emphasize that notes should be separated into main ideas as they go. Encourage your child to take neat notes so that they can keep everything they are learning organized.

### **ELA Lesson 40: Research: Finding Information and Answering Questions**

Ask your child to review some of their notes from the previous lesson. Allow them to share the pieces of information they find most interesting and really get excited about learning more.

Next, ask your child if any of their questions or main ideas are unanswered or without notes. Explain that that information may be a little more difficult to find. Point out that they may need to re-word their questions and continue to search until they can find that information. Sometimes narrowing or broadening the idea/question can help us find different information. Give your child a few examples of how they may re-word their main idea/question in order to find what they want to know. Allow your child to choose, or write their own, new main ideas/questions in a new color beside their original on the poster board.

Finally, discuss places that your child could search for additional sources to help them finish their notes. Make a plan to visit your local library for before the next ELA lesson and check out new books on their topic.

### **ELA Lesson 41: Research: Using Books and the Internet**

Using the books you checked out and internet searches, help your child find the information they still need. Be sure to bookmark websites and articles used, remind your child of methods for finding reliable sources, and help your child take note of what they learn. Continue until each of your child's questions/main ideas have information underneath them.

## **ELA Lesson 42: Research: Citing Sources**

Now that your child's research is finished, it's time to start organizing their work into a presentable format. Be sure to account for age and developmental levels in these final lessons.

First, remind your child that they need to give credit to the authors/creators of their sources. Point out that, because their notes came from the work of others, they need to properly cite each source they used. Help your child build their bibliography, explaining that this is simply a list of sources that will be at the end of their report. For more information about how to correctly cite sources see this [website](#). For younger children, ask them to identify each piece of information needed, showing them where they can usually find it in the book, on the article, or within the webpage. Then, help them type the bibliography in the correct format. Older children (grades 4 and up) can do this mostly on their own with a little help. If your child is working in a group, allow the older children to type while the younger ones find the information.

Finally, ask your child to title the page *Bibliography* and ensure that the format is neat and clean.

## **ELA Lesson 43: Research: Report Expectations and Ideas**

Before your child begins to create their report, review the following page with them. Explain that these are the things you expect to see in your child's report. If working as a group, ensure that you review the expectations for each child separately, as they change by age. Point out that if the older children check off all their boxes, the younger ones should be covered, too.

Allow your child to brainstorm ideas about how they want to organize their paper. This is a good time to use their poster board of notes, numbering each main idea in the order they would like it to appear. If your child is working in a group, delegate the work between the children, taking into account the age and developmental level of each child. Also, allow your child to decide which type of visual representation they would like to use. Each child should work on both the written and the visual report.

## Research Report Requirements

- Includes a title that shows the main idea
- Includes an introduction paragraph
- Includes at least 3 main ideas, with evidence to explain/support them
- Includes a concluding paragraph which summarizes what you've learned
- Includes a bibliography of sources used
- Includes a visual representation (e.g. PowerPoint, poster, illustration, chart, graph, etc.)
- Uses age-appropriate spelling, punctuation, and structure

Property of Phoenix Home Academy Do not Sale

## **ELA Lessons 44-45: Research: Creating a Report**

Help your child to write their report. This may take more than one day. It's better to break it up into smaller pieces (a paragraph at a time) and take frequent breaks than to try to do it all at once.

Use your child's notes to format paragraphs for each main idea, placing them in the correct order. For younger children, help them write or type their report as they dictate. Older children can type on their own. If working in a group, allow the older children to help the younger to type their pieces.

After the main idea paragraphs are finished, help your child add an introduction to the beginning and a conclusion at the end. Proofread their report, correcting any mistakes, and give feedback on organizational changes. Ensure that each of the requirements is included. If working in a group, help your children put their separate pieces together.

Add the bibliography to the end of the paper and help your child print it.

Finally, allow your child time to create their visual aid. If working in a group, ensure each child has a chance to contribute.

Property of Phoenix Home Academy. Do not sale

## **ELA Lesson 46: Research: Presenting and Evaluating Report**

Allow your child time to practice presenting their report. Point out that using their visual aid is a good way to remember what they've learned. Ask your child to present their findings to a friend or family member in-person or virtually. Encourage your child to include an introduction, each main idea, and a conclusion during their presentation. If working in a group, ensure each child has a speaking part during the presentation.

Next, ask your child to evaluate their own work using the Research Report Requirements page. How did they do? What could they improve upon? What would they change? What was their most successful part?

Praise your child for their hard work and tell them what you've learned from their presentation. Display their visual aid in your home for a time, encouraging others to ask your child questions about it.

**Standards Taught during Research Unit: ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.W.2, ELA.W.5, ELA.W.6, ELA.W.7, ELA.W.8, ELA.RIT.1, ELA.RIT.2, ELA.RIT.3, ELA.RIT.6, ELA.RIT.7, ELA.RIT.8, ELA.RIT.9, ELA.RIT.10, LM.IR.4.1, LM.IR.4.1.a, LM.IR.4.1.b, LM.IR.4.1.c, LM.IR.4.1.d, LM.IR.4.2, LM.IR.4.2.a, LM.IR.4.2.b, LM.IR.4.2.c, LM.IR.5.1, LM.IR.5.2, LM.IR.6.1, LM.IR.6.1.a, LM.IR.6.1.b, LM.IR.6.1.c, LM.IR.6.2, LM.IR.7.1, LM.IR.7.1.a, LM.IR.7.1.b, LM.IR.7.1.c, LM.IR.8.1, LM.IR.8.1.a, LM.IR.8.1.b, LM.IR.8.1.c, LM.IR.8.1.d, LM.IR.8.1.e, LM.IR.8.2, LM.IR.9.1, LM.IR.9.1.a, LM.IR.9.1.b, LM.IR.9.1.c, LM.IR.9.2, LM.IR.9.2.a, LM.IR.9.2.b, LM.IR.9.2.c, LM.RE.1.b, LM.RE.1.d, LM.RE.2.2**

## ELA Lesson 47: End of Sentences

Standards Taught: ELA.L.1.k, ELA.L.2.b

Remind your child of end of sentence punctuation at the end of sentences using the table below

Punctuation	What it Means	When it is Used	What it Looks Like
Period	Pause in reading. The sentence is over	At the end of most normal sentences	.
Question Mark	Pause in reading. The author is asking a question	At the end of all questions	?
Exclamation Point	Pause in reading. The author/speaker is excited	At the end of sentences that show excitement or loud speaking	!

Remind your child that punctuation at the end of a sentence is like a stop sign. It tells the reader to pause because the sentence is over. It also shows whether the sentence is a normal statement, a question being asked, or a statement that carries excitement.

Ask your child to read a grade-level book and point out the punctuation as they go. Help them practice pausing at the end of every sentence and repeating a sentence with the correct tone if needed. For example, a sentence that ends in a question mark should have a quizzical tone while one ending in an exclamation point should convey excitement and/or a loud voice. Practice these skills during reading time from now on.

Next, ask your child to complete the worksheet for this lesson, adding the correct punctuation at the end of each sentence.

I am so excited to go to the park \_\_\_\_\_



My cat is brown with black spots \_\_\_\_\_



Tommow is my birthday \_\_\_\_\_



Can we go to Disneyland \_\_\_\_\_



I can't find my pencil \_\_\_\_\_



How much money did you earn today \_\_\_\_\_



Property of Phoenix Home Academy. Do not Sale

## ELA Lesson 48: Capitalization and Commas (2 pages)

**Standards Taught:** ELA.L.2.a, ELA.L.2.c, ELA.FS.1.a

Briefly review the previous lesson with your child, discussing proper punctuation. Read a book with your child, asking them to use correct pauses and tone as they go.

Next, tell your child that we are going to learn about one more type of punctuation today: commas. Use the chart below to discuss what a comma looks like, how to read using commas, and two of the times when commas are used. Point out any examples of commas in your child's book, reading a sentence aloud that contains a comma and modeling the pause for your child.

Punctuation	What it Means	When it is Used	What it Looks Like
Period	Pause in reading. The sentence is over	At the end of most normal sentences	.
Question Mark	Pause in reading. The author is asking a question	At the end of all questions	?
Exclamation Point	Pause in reading. The author/speaker is excited	At the end of sentences that show excitement or loud speaking	!
Comma	Pause in reading.	After each item in a list when writing a date	,

Then, ask them to read the following aloud to practice:

I like lollipops, chocolate, gum, and taffy.

The date is Wednesday, March 13, 2024.

Then, explain that sentences have another important aspect: capitalization. Using the book your child just read, point out that the first word of every sentence has a capital (or big) letter. This shows the reader where the sentence begins. Ask your child to practice capitalization by correcting the sentences below:

my favorite color is blue.

did you finish your homework?

Then, point out that a few other words always begin with a capital letter: names of people, names of months, names of days, and names of places. Look for examples in your child's book and then encourage them to correct the capitalization of the following sentences:

jane and john are my best friends.

Have you ever been to paris?

The date is thursday, march 14, 2024.

Finally, work through the worksheet for this lesson with your child, practicing commas and capitalization. As your child writes in their journal and reads to you, practice these concepts and help them correct as needed.

ELA Lesson 48 Worksheet

Practice adding commas to the following:

Friday May 16 2025

He likes to ride his bike play football read and do science experiments.

Saturday August 9 2025

She likes red blue green and yellow markers the best.

Sunday December 24 2023

Correc the capitalization in the following:

today is alicia's birthday.

Can you find utah on the map?

today is monday, march 28<sup>th</sup>.

How long has marcus been here?

Where in london did you visit?

## ELA Lesson 49: Complete Sentences

Standards Taught: ELA.L.1.k

Watch the video [here](https://www.youtube.com/watch?v=SQ8faQgi6UE) (How to write a complete sentence: <https://www.youtube.com/watch?v=SQ8faQgi6UE>) with your child. Review with your child each of the things a sentence needs to be complete:

1. There must be a subject (something the sentence is about)
2. There must be a verb (an action the subject is doing)
3. It must be a complete thought
4. It must have correct punctuation
5. It must have correct capitalization

Work through the lesson 49 worksheet with your child, creating complete sentences from the given subjects and verbs, ensuring they are complete thoughts, and adding correct punctuation and capitalization.

Review complete sentences regularly and point out mistakes and/or corrections as your child writes in their journal, reminding them of the 5 rules to complete sentences.

Property of Phoenix Home Academy Do not Sale

ELA Lesson 49 Worksheet: Complete Sentences

Write a complete sentence with each given subject and verb. Pay attention to punctuation and capitalization as well as complete thoughts.

1. subject: dragon      verb: walked

2. subject: boy      verb: played

3. subject: unicorn      verb: used magic

4. subject: castle      verb: was big

5. subject: Mom      verb: laughed

6. subject: scientist      verb: studied

7. subject: pencil      verb: rolled

## ELA Lesson 50: Compound Sentences

### Standards Taught: ELA.L.1.k

Review the elements that need to be present to make a complete sentence with your child. Then, explain that there are different types of sentences. In the last lesson, we learned about simple sentences. In this one, we will learn about compound sentences.

Compound sentences are made by putting together two complete simple sentences and placing a comma between them along with a conjunction. Briefly review conjunctions with your child, watching this [video](https://www.youtube.com/watch?v=RPoBE-E8VOc) again if needed. (Video: School House Rock, Conjunction Junction, <https://www.youtube.com/watch?v=RPoBE-E8VOc>)

Write the following example on a chalkboard or paper: I hate lima beans. I like cupcakes. Point out that these are two complete sentences. Ask your child to erase the period after *beans* and draw a comma. Then, ask them if the word “or” or “but” should go between them. Say aloud: “I hate lima beans, but I like cupcakes” and “I hate lima beans, or I like cupcakes.” Point out that the conjunction *but* makes more sense in this compound sentence. Ask your child write the correct word after the comma they just placed on the chalkboard.

Ask your child to cut out the boxes on the worksheet for lesson 50. Explain that the larger boxes have complete sentences in them which we are going to use to create compound sentences. The smaller boxes have conjunctions in them. Allow your child to arrange two sentences and a conjunction to create a compound sentence. Remind them to turn the period after the first sentence into a comma using a pen or pencil. When your child has arranged all of the sentences in a way they like, read them aloud and make any necessary corrections. Finally, ask your child to create compound sentences for the conjunctions they did not use in the activity.

ELA Lesson 50 Worksheet: Compound Sentences

Today I used my favorite pencil.

because

I have to clean my room.

so

I'm exercising today.

but

I like candy.

and

I like juice.

I can take a break tomorrow.

or

It is a big mess.

I couldn't use it yesterday.

**ELA Lesson 51: Review Sentences**

**Standards Taught: ELA.L.1.k, ELA.L.2.b, ELA.L.2.a, ELA.2.c**

Review the previous two lessons with your child, reminding them of the things a complete sentence must include, the correct capitalization and punctuation, and how to make a compound sentence. Then, ask your child to complete the worksheet below.

Correct the sentences below to make them complete:

**1. i don't want to go to the store today**

---

**2. Did you eat all of the cookies**

---

**3. The cat.**

---

**4. jumped around all day.**

---

Finish each compound sentence by adding the correct conjunction:

**5. The puppy wanted to play outside \_\_\_\_\_ it was cold.**

**6. She went to the store \_\_\_\_\_ the library.**

**7. He fought a dragon and won \_\_\_\_\_ he had a magical sword.**

**8. The pyramid lay in ruins \_\_\_\_\_ we could only imagine what it used to look like.**

## **ELA Lesson 52: Unknown Words: Finding the Meaning with Context Clues**

**Standards Taught: ELA.L.4, ELA.L.4.a, ELA.FS.3**

Read a new non-fiction book with your child. As you read, ask them to point out any words they don't know the meaning of. They should look for at least 5 words that they've never heard or cannot understand. Write down the word when you come to it. Explain that, after reading to the end of the page, you will come back to that word.

After you've read through the entire page, ask your child if they have any guesses for the meaning of the word. Re-read the sentence that the word is included in. Point out any clues you see in the text or images. Explain that, many times, we can figure out the meaning of a new word simply because of its context, or connection to the words around it. After pointing out the context, cross out the words that your child was able to figure out the meaning of through context clues. Only tell them the definition if they figure it out on their own. Explain that you will eventually find each of the meanings, but it may take some time and you may have to skip a few words for now.

Repeat this process for each word your child pointed out. If needed, read a second book to get at least five words. If you are unable to learn the meaning from context clues, help your child use a glossary or dictionary to understand the meaning of the word.

Property of Phoenix Home Academy Direct Sale

**ELA Lesson 53: Unknown Words: Finding the Meaning with Root Words and Affixes**  
**Standards Taught: ELA.L.4, ELA.L.4.b, ELA.L.4.c**

Write the word *heat* on a chalkboard or blank paper. Ask your child to read this word aloud to you and tell you its meaning. Explain that *heat* is a base word, it tells you what it means. Next, write *-ed* at the end of the word *heat*. Ask your child to read the word again, telling you if it has a new meaning. Point out that adding *-ed* at the end of the word made its tense, or time change. Rather than meaning *to warm something* the word now means *already warmed*. Explain that the *-ed* is a suffix, or a sound added to the end of a word to change its meaning. Next, erase the *-ed* and add *-s* to the end of *heat*. Point out that this suffix changes the meaning of the word to present-tense, meaning the heat is being applied to something now. In some words, adding *-s* or *-es* makes it plural (more than one), like cat vs. cats. Ask your child to use the word *heats* in a sentence (e.g. She heats the popcorn). Next, erase the *-s* and add *-ing* to the end of *heat*. Point out that the base word has not changed, but we've added another suffix. Explain that this suffix also means that the action is happening now.

Help your child complete the worksheet for this lesson.

Property of Phoenix Home Academy

ELA Worksheet Lesson 53

<u>Word</u>	<u>Base</u>	<u>Suffix</u>	<u>Meaning</u>
hats			
helping			
skipped			
boxes			
helped			
running			
pigs			

**ELA Lesson 54: Review Finding the Meaning**

**Standards Taught:** ELA.L.4, ELA.L.4.a, ELA.L.4.b, ELA.L.4.c, ELA.RIT.4

Briefly review the previous two lessons with your child and help them complete the worksheet below.

1. The sapphire hummingbird looked bluer than the sky.

What does sapphire mean? \_\_\_\_\_

2. His spherical globe reminded him of his basketball.

What does spherical mean? \_\_\_\_\_

3. She was very courageous when she walked into the dark room alone.

What does courageous mean? \_\_\_\_\_

Complete the table below.

<u>Word</u>	<u>Base</u>	<u>Suffix</u>	<u>Meaning</u>
pencils			
sewing			
yelled			
patches			
calmed			

## **ELA Lesson 55: Sorting Words**

**Standards Taught: ELA.L.5, ELA.L.5.a, ELA.L.5.b, ELA.L.5.c**

Briefly review the previous lessons with your child, pointing out that we were learning to find the meaning of a word. Then, explain that some words are nuanced, or mean almost exactly the same thing. The meaning of these words can be slightly different, but fall into the same category. For example: ruby, scarlet, and red. Each of these colors falls into the category of red. However, they are different types of red and look slightly different.

Ask your child to cut out the cards included in the worksheet for this lesson. The words in bold are category headings while those in regular font are to be sorted into the categories. Then, practice categorizing the cards, pointing out nuances as you go. If needed, define unknown words for your child. Point out that each card may fit into more than one category.

Property of Phoenix Home Academy. Do Not Sell

ELA Lesson 55 Worksheet

**Colors**

**Clothing**

**Purples**

**Clothing  
for legs**

silly

**Descriptions**

**Nice  
Words**

**Not Nice  
Words**

lilac

purple

lavender

violet

blue

red

shirt

pants

shorts

skirt

dress

kind

sweet

cute

thoughtful

angry

mean

ugly

awful

goofy

## **ELA Lesson 56: Shades of Meaning**

**Standards Taught: ELA.L.5.d**

Review the previous lesson with your child, reminding them that words can fit into categories and can be nuanced, or mean almost the same things with slight differences. Review a few of the examples of nuances and then explain these can also be called shades of meaning. Cut out the cards on the worksheet for this lesson and play the following game with your child.

Place the cards face down in a pile. Ask your child to choose a card, read it aloud, and act it out. Then, take your turn, doing the same. Point out that these words can be categorized (e.g. jump and hop are both the same type of movement). As you go, ask your child to place words that have similar shades of meaning with each other. Discuss the small differences in the meanings of the words (e.g. when you jump, you move forward while hopping is in one place)

Property of Phoenix Home Academy. Draft Sale

ELA Lesson 56 Worksheet

**jump**

**rest**

**devour**

**glance**

**nap**

**hop**

**eat**

**wash**

**glare**

**chew**

**leap**

**look**

**scrub**

**doze**

**gobble**

**bound**

**gaze**

**bounce**

**consume**

**sleep**

**race**

**polish**

**stare**

**sprint**

**dart**

**run**

**scamper**

**inspect**

## ELA Lesson 57: Retelling a Story: Theme

Standards Taught: ELA.R.2, ELA.R.7

Ask your child to choose a fictional book to read. This may be one they've read before or a new one. Be sure this book has an obvious theme, characters your child loves, a description of the setting, and a well-defined plot. (Aesop's fables are great for this project) You will use this book for the next few lessons.

Read the book with your child, with you reading aloud and asking your child to read sight words you point to. After the story, ask your child to tell you what the main character learned in it. Discuss the major events and how the character made a mistake, faced a challenge, or changed his/her mind. Some common examples are: how to share with others, how to be kind, how to be brave, going to the doctor isn't scary, or how to work together.

Explain that authors often write stories to help us learn a truth about our actions. Usually, the character faces a challenge that is like one that we may face. This helps us, the readers, to understand what the character is going through. It also helps us see how the character solves his/her problem and teaches us how we can solve our own. The reader learns with the character. The idea that the story teaches is called the theme.

Ask your child to repeat the word theme. Then, ask them what the theme is for the story you just read, reminding them that *theme* just means what you learned with the character.

Finally, discuss some common themes in literature (see chart below) and point out stories (either in books, movies, or television series) that your child has experience with that cover these themes. Point out how the character learned the theme.

Theme	Example
Good vs. Evil (good wins over evil)	Harry Potter by J.K Rowling
Love and Friendship (helping or getting along with others)	Do You Want to be my Friend by Eric Carle
Courage/Heroism (being brave and/or facing fears)	Rainbow Fish to the Rescue by Marcus Pfister
Hard Work/Perseverance (rewards are won through hard work)	The Little Red Hen

**ELA Lesson 58: Retelling a Story: Characters**

**Standards Taught: ELA.R.3, ELA.R.7, LM.2.3**

Remind your child of the previous lesson, showing them the story you used and asking them to review the themes they learned about.

Then, ask your child to repeat the word *character*. Explain that a character is a person in the book, play, movie, show, or story. Most stories have several supporting characters and one main character. In the nursery rhyme *Little Miss Muffet*, for example, Little Miss Muffet is the main character and the spider is supporting character. The main character is who the story is about. Supporting characters are their friends, family members, enemies, teachers, people in their city, and other acquaintances.

Use the chart below to help your child list the characters from your child’s story. Allow them to flip through the book, looking for names and images of any supporting characters. Help them to identify the main character, or who the story is about.

**Main Character**



**Supporting Characters**

Name/Title	How they Know the Main Character

### **ELA Lesson 59: Retelling a Story: Setting**

**Standards Taught: ELA.R.3, ELA.R.7, LM.2.3**

Review themes and characters with your child using the book they chose before. Then, explain that another important part of the story the author shares with a reader is the setting. The setting is when and where the story takes place.

Ask your child to answer the following questions: If we were writing a story about your day today, what would be the setting? Where have you gone today? What did it look like? How did it feel? Was it cold or warm? What time did you change locations? What do you remember hearing, smelling, or seeing?

Give your child their story and ask them if they can identify the setting. Point out that both illustrations and written words can give clues as to the setting. Help your child identify the setting of their story and answer the same questions for their story as they just did for their day.

### **ELA Lesson 60: Retelling a Story: Plot**

**Standards Taught: ELA.R.3, ELA.R.7, LM.2.3**

Review themes, characters, and setting with your child. Then, explain that today we are going to learn about the plot of the story. Plot just means *events that happen in the story*.

Discuss a few things your child has done already today. Point out that these events make up the plot of their story. Perhaps they woke up, ate breakfast, spilled some milk, brushed their teeth, had a brother/sister color on their paper, or started working on school. These events make up the plot, they are what the main character is doing or what is happening around them.

Give your child the book they've used in the previous lessons and a few blank papers. Ask them to identify the events that make up the plot of their story. Label each paper with a different plot event. Then, ask your child to color their own picture, depicting each event and hang them on the wall in sequential order.

## ELA Lesson 61: Retelling a Story: Point of View

Standards Taught: ELA.R.6, ELA.R.7

Review themes, characters, setting, and plot with your child. Then, explain that when an author writes a story, he or she must choose the point of view the story is written in. Point of view tells us who is telling the story. There are three different types of points of view: first, second, and third.

In the first person point of view, the narrator (or person telling the story) is the one living through the story. The book uses words like *I, me, my, we, us, or ours*. Tell your child what you've done today in first person, explaining that the story you are telling is something you've lived through. You are telling your own story, so it shows a first person point of view.

Next, explain that in the second person point of view, the reader becomes a part of the story. Second person stories use words like *you, your, and you're*. Tell your child a story about their day so far, pointing out that the story is about them and you are using second person words to tell it.

Finally, explain that in the third person point of view, someone outside of the story is telling it. These stories use the characters' names and words like *he, she, they, and them*. Tell your child a story about a siblings or spouses day so far, explaining what has happened to him or her. Point out that the events did not happen to you or your child, so you are outside of the story looking in.

Read through your child's chosen story again, asking them to identify the point of view and who is telling the story.

## **ELA Lesson 62: Review Retelling a Story**

**Standards Taught: ELA.L.1.3, LM.2.3**

Ask your child to review themes, characters, setting, plots, and point of view with you, reminding you of these elements of their chosen story. Then, read a new story with your child, asking them to identify each of these elements in the new book. Praise your child for their hard work and help them as needed. Encourage your child to identify these elements in several books going forward. Use reading time to discuss story elements, practice reading in different points of view, and identify differences between similar stories.

## **ELA Lesson 63: Comparing Two Stories**

**Standards Taught: ELA.R.9, ELA.R.9**

For this lesson you will need a copy of a well-known fairy tale and the *The Other Side of the Story* version of the same story. You can find the books in this series with a quick internet search.

Briefly review the elements of a story with your child, ending with point of view. Remind your child that point of view tells us who is narrating the story. Point out that this gives us a clue to the perspective of the story.

Ask your child if they've ever had a conflict with a sibling. Point out that when they and their sibling went to tell mom or dad the story, both of them told a different story. To them, events may have looked a certain way or they may have thought their sibling was doing a certain thing. To their sibling, things looked very differently. Explain that this is because each child had a different perspective. They saw the conflict from different sides and understood things differently.

Read the normal fairy-tale with your child, asking them to identify the point of view and perspective. Is the story written in first, second, or third person? Who is the main character? How does this help us understand who is telling the story? As you read, ask your child to discuss how the character from whose perspective you are reading feels at different parts of the story.

Then, explain that you are going to read the same story from a different perspective, or through the eyes of a different character. Read the *Other Side* version of your story with your child, pointing out the matching plot events. Ask your child to discuss how the feelings and views of the new perspective see the story differently. Point out that the story is very different, though the plotline is the same, because the new character perspective experiences things differently.

## **ELA Lesson 64: Review Retelling a Story**

**Standards Taught: ELA.L.1.3, LM.2.3**

Review the difference between point of view and perspective with your child. Remind them that the point of view and main character can help give us clues to figure out whose perspective the story is written in. Then, read your child a story that is familiar to them. Discuss plot events, settings, and characters. Talk about how the character whose perspective the story is written in experiences each event. Finally, ask your child to choose a different character from the book and retell the story from their perspective. How would this character see each event? How would they feel about it? How would they react? Why did they do what they did? Encourage your child to be silly and add their own fun spin to the story.

Property of Phoenix Home Academy. Do Not Sell